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ABSTRACT

Low graduation rates and excessive time to degree have cost implications for students, institutions, and the state and raise fundamental questions about priorities. This report examines graduation and time-to-degree rates at 10 Illinois public college and universities; the potential factors affecting graduation and timely completion; and the issue of improving educational quality, and graduation and time-to-degree rates without adversely affecting access to and diversity within public universities. Tables display the proportion of all first-time freshmen who graduate within specific time frames, as well as the proportions by gender within three racial/ethnic groups: Black, Hispanic, and all other students. An appendix provides statistical tables revealing the proportion of first-time freshmen graduating at each Illinois public university campus. These tables show cumulative graduation rates ranging from a high of 77.8 percent to a low of 16.7 percent. They also reveal that, among the students who do graduate, the proportion who graduate within 4 years ranges from a high of about 66 percent to a low of approximately 14 percent. (GLR)

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ED 366 283

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

BACCALAUREATE STUDENT GRADUATION RATES AND TIME TO DEGREE AT ILLINOIS PUBLIC UNIVERSITIES

The proportion of first-time freshmen who earn a baccalaureate degree and the time it takes them to do so are two measures related to the academic productivity of public universities. Low graduation rates and excessive time to degree have cost implications for students, institutions, and the state and raise fundamental questions about priorities. Excessive time to degree has direct cost implications for students and families in the form of additional tuition and fees and the indirect costs associated with foregone income. From the campus perspective, high attrition and time-to-degree rates can lead to enrollment imbalances between lower- and upper-division levels, less than optimal class sizes, and low full-time-equivalent to headcount enrollment ratios. Each of these effects, in turn, have costly staffing implications. Excessive time to degree may also increase institution and state-funded student financial aid resource requirements.

The productivity challenges for higher education with regard to graduation and time-to-degree are: a) to understand better what factors contribute to excessively high attrition and lengthy time-to-degree rates, and b) to determine what needs to be done to improve rates without adversely affecting access and diversity in Illinois higher education while maintaining and strengthening the quality of education.

This item analyses graduation and time-to-degree rates for the ten public universities that admit freshmen. The item also identifies possible impediments to graduation and to timely completion and discusses other initiatives and next steps in evaluating student progress that will ultimately lead to productivity improvement recommendations. This is the most recent in a series of reports presented to the Board of Higher Education over the last three years on baccalaureate retention and time to degree.

Graduation and Time-to-Degree Rates

Based on the most recent data compiled by the ten public universities that admit freshmen, approximately 51 percent of first-time freshmen graduate from the university at which they enrolled as freshmen. Table 1 displays the proportion of all first-time freshmen who graduate, as well as the proportions by gender within three racial/ethnic groups: Black, Hispanic, and all other students. The proportions for all groups are provided by year of graduation as well. Tables A-1 through A-10 in the Appendix contain identical tables for each of the ten public university campuses that admit freshmen.

Table 1 also shows that about 27 percent of first-time freshmen graduate within four years, the traditional time required to complete a baccalaureate degree. Table 2 displays the year of graduation for all first-time freshmen who eventually graduate and shows that about half of these students do so in four years. Table 2 also shows that about another 34 percent of the graduates earn their degrees sometime in the fifth year after first enrolling. These data, however, do not differentiate those students who enroll for one more course in the summer term after their fourth year from those students who complete a full fifth year. The remaining proportion earn degrees within six, seven, or eight years. As is the case with overall graduation rates, these time-to-degree rates also vary by racial/ethnic group and gender.

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Table 1

PROPORTION OF FIRST-TIME FRESHMEN GRADUATING FROM THE SAME PUBLIC UNIVERSITY ENTERED AS A FRESHMAN

	Year of Graduation					Cumulative Percent[5]
	Fourth[1]	Fifth[2]	Sixth[3]	Seventh[4]	Eighth[5]	
All Students	26.7 %	18.5 %	4.4 %	1.6 %	0.9 %	50.9 %
Male	23.4	19.7	5.1	1.9	0.9	50.6
Female	29.7	17.4	3.7	1.4	0.9	51.2
Black, Non-Hispanic	5.0	9.7	4.5	2.1	1.4	21.3
Male	3.8	9.4	4.8	2.2	1.5	20.9
Female	5.7	9.9	4.3	2.0	1.4	21.6
Hispanic	9.8	12.6	5.7	3.1	1.7	29.4
Male	8.6	13.2	5.7	2.9	1.2	29.0
Female	11.0	12.0	5.7	3.2	2.1	29.8
All Other Students[6]	30.4	20.0	4.3	1.5	0.8	56.3
Male	26.0	21.0	5.1	1.8	0.8	54.7
Female	34.8	18.9	3.5	1.2	0.8	57.8

[1] Based on first-time freshmen entering Fall 1980 through Fall 1987.
[2] Based on first-time freshmen entering Fall 1980 through Fall 1986.
[3] Based on first-time freshmen entering Fall 1980 through Fall 1985.
[4] Based on first-time freshmen entering Fall 1980 through Fall 1984.
[5] Based on first-time freshmen entering Fall 1980 through Fall 1983.
[6] Includes Asian/Pacific Islander, American Indian/Alaskan Native, Non-resident Alien, and White, Non-Hispanic students.

Source: Public Universities' Records

Table 2

YEAR OF GRADUATION OF FIRST-TIME FRESHMEN GRADUATING FROM THE SAME PUBLIC UNIVERSITY ENTERED AS A FRESHMAN [1]

	Year of Graduation					Cumulative
	Fourth	Fifth	Sixth	Seventh	Eighth	Percent
All Students	52.8 %	34.1 %	8.1 %	3.1 %	1.8 %	100.0 %
Male	48.3	36.7	9.6	3.6	1.8	100.0
Female	57.1	31.7	6.8	2.7	1.8	100.0
Black, Non-Hispanic	22.0	41.4	20.0	9.8	6.7	100.0
Male	19.7	41.0	21.4	10.8	7.0	100.0
Female	23.2	41.6	19.3	9.3	6.6	100.0
Hispanic	28.4	38.9	16.8	10.3	5.6	100.0
Male	26.3	40.1	19.6	9.7	4.3	100.0
Female	30.4	37.7	13.9	11.0	7.0	100.0
All Other Students[2]	55.1	33.6	7.3	2.6	1.4	100.0
Male	49.9	36.5	8.9	3.2	1.5	100.0
Female	60.1	30.8	5.7	2.0	1.3	100.0

[1] Based on first-time freshmen entering Fall 1980 through Fall 1983.

[2] Includes Asian/Pacific Islander, American Indian/Alaskan Native, Non-resident Alien, and White, Non-Hispanic students.

Source: Public Universities' Records

The proportions shown on Table 1 document the significant difference among racial/ethnic groups in graduation rates. After eight years, 21.3 percent of Black first-time freshmen and 29.4 percent of Hispanic first-time freshmen earn degrees. By comparison, 56.3 percent of all other students earn baccalaureate degrees. Within each racial/ethnic group, a slightly higher proportion of women than men earned a degree.

Previous reports to the Board documented that graduation and time-to-degree rates for the ten public universities that admit freshmen are not significantly different from national averages. Various national studies have found that approximately half of all first-time freshmen entering four-year institutions graduate within six years of first enrolling. Similarly, the few national estimates that do exist on time-to-degree rates indicate that, on average, approximately half of the first-time freshmen who eventually graduate do so in four years.

A notable feature in both the national statistics on graduation and time-to-degree rates and in the Illinois public university data is the wide variation among institutions. Tables A-1 through A-10 in the Appendix show cumulative graduation rates ranging from a high of 77.8 percent at one institution to a low of 16.7 percent at another institution. Similarly, among the students who do graduate, the proportion who graduate within four years ranges from a high of about two-thirds at one campus to a low of approximately 14 percent at another campus. The section below presents some factors that influence graduation and time-to-degree rates.

Potential Factors Affecting Graduation and Timely Completion

The Board of Higher Education's productivity guidelines, as well as previous analyses conducted by the Board's Committee on the Study of Undergraduate Education and by public university systems and campuses, suggest several factors affecting graduation and time-to-degree rates. While many of these factors are interrelated, they can be classified into two broad groups -- student characteristics and behaviors and institutional policies and practices. Much of the analysis to date on graduation and time-to-degree rates has focused on student characteristics and behaviors. The influence of institutional policies and practices on graduation and time to degree have been less fully studied.

Student Characteristics and Behaviors

Academic Preparation and Institutional Selectivity. Analysis presented to the Board at its March 3, 1992 meeting in the report *Undergraduate Education: Access and Preparation* documented that lower ability levels, lower high school achievement, and fewer core high school courses completed are related to lower college freshman achievement levels and higher remedial enrollments. Inadequate academic preparation, then, may result in an inability to perform academically and may require enrollment in remedial coursework and the need to repeat courses to make up for deficiencies. At the University of Illinois at Chicago, for example, only eight percent of students provisionally admitted in 1983 eventually graduated, and 60 percent dropped out in academic difficulty. All campuses in the Board of Governors system have documented that persisting students tend to be better prepared. A recent staff report to the Illinois Board of Regents documented that institutions that are more selective in terms of the academic ability and preparation of students they admit report higher graduation rates and lower average time-to-degree rates.

Financial Circumstances. College costs, both for tuition and fees and room and board charges, have increased faster than the general inflation rate and faster than state and federal student financial aid programs during the 1980s. As a result, more students may be attending college while working full- or part-time, which, in turn, may result in reduced courseloads and part-time or interrupted attendance. In a survey of students, Southern Illinois University at Carbondale found that about 19 percent of students leaving the institution in fall 1985 indicated they were doing so for financial reasons. More recently, both Chicago State University and Western Illinois University reported that affordability is one of the major reasons students cite for failing to re-enroll.

Part-time or Interrupted Attendance. Part-time attendance is directly related to lower graduation rates and longer time-to-degree rates. Table 3 displays the average proportion of full-time and part-time undergraduates for the fall terms 1980 through 1987 for each public university campus that admits freshmen. Table 2 also shows the four and eight year graduation rates for each campus. In addition to part-time attendance, some students may interrupt their attendance for one or more terms for financial or personal reasons (e.g., family commitments, health concerns, etc.). Southern Illinois University at Carbondale found that 30 percent of the students who withdrew during 1985 did so for personal reasons. In a survey of withdrawing students in 1990-1991, Western Illinois University found that about a third of the students indicated that they had definite plans to reenroll at a later time.

Course Completion. In addition to a conscious decision to enroll on a part-time basis, students may "drop" courses after enrolling for a term. Reasons for dropping courses run the gamut from avoiding challenging course assignments to not understanding initially the purpose of the course. Excessive course dropping results in additional terms of enrollment to complete graduation requirements. In addition, courses may not be completed because of poor performance (see Academic Preparation, above).

Changing Degree or Program Major. Changing degree-program majors may also result in the need to complete more than 120 to 128 semester hours, the traditional range of hours required for a baccalaureate degree, in order to fulfill the requirements of the new major. Both Southern Illinois University at Carbondale and the University of Illinois at Chicago have documented that students who graduate from a college that is different from the one initially entered take longer to graduate than do students who remain in the same college. In a separate study last year, the University of Illinois at Chicago documented that students who changed majors took longer, on average, to graduate than did students who did not change majors.

Taking a Double Major. A few students also choose to complete two different majors which often requires either more than 120 credits in order to fulfill requirements for each major or more than eight semesters because of course scheduling conflicts.

Postgraduation Plans. Students without definite post-graduation plans, either educational or occupational, may delay graduation while plans are being formulated. Initially, these students may "shop around," taking a variety of courses to select a major but resulting in the completion of an excessive number of credits that do not fulfill specific graduation requirements. Others may decide to pursue a double major or seek certification or licensure which may also add requirements.

Institutional Policies and Practices

Specification of Courses Within Majors. Some academic units may independently specify particular courses to fulfill general education requirements or may augment these requirements, thus diminishing the number of courses that fulfill requirements across all degree programs. When this occurs, students who change majors find it necessary to make up these requirements, thus adding to the number of credits required for degree completion.

Advisement. Some students may not seek or receive appropriate or timely academic or financial advisement. For example, with inadequate advising, some students may take unnecessary courses, the wrong courses, or attempt courses out of sequence. The consequences of such ill-timed or inadequate advisement can be increased course requirements, inadequate course completion, and/or increased financial burden, all of which act to decrease the probability of graduating or graduating within four years.

Table 3

ILLINOIS PUBLIC UNIVERSITY UNDERGRADUATE STUDENTS' ATTENDANCE STATUS AND GRADUATION RATES
(ordered by attendance status)

	Proportion Attending[2]		Proportion Graduating Within	
	Full Time	Part Time	Four Years[3]	Eight Years[4]
Eastern Illinios University	93.1 %	6.9 %	30.2 %	54.8 %
Illinois State University	90.7	9.3	24.9	54.0
Northern Illinois University	90.4	9.6	23.0	51.7
Southern Illinois University at Carbondale	90.2	9.8	18.6	44.4
University of Illinois at Urbana–Champaign	89.4	10.6	51.8	77.8
Western Illinois University	89.0	11.0	20.3	40.6
University of Illinois at Chicago	79.5	20.5	9.7	33.2
Southern Illinois University at Edwardsville	72.7	27.3	10.9	33.2
Chicago State University	62.4	37.6	2.3	16.7
Northeastern Illinois University	56.5	43.5	4.0	20.4
Total	85.0 %	15.0 %	26.7 %	50.9 %

1 Includes only the ten public universities that admit freshmen.

2 Based on fall 1980 through fall 1987 enrollments.

3 Bases on first–time freshmen enrolling fall 1980 through fall 1987.

4 Based on first–time freshmen enrolling fall 1980 through fall 1983.

Source: Board of Higher Education Fall Enrollment Surveys and Public Universities' Records

Course Scheduling and Availability. Many academic requirements, especially within program majors, consist of a sequence of courses whose order is highly prescribed. If the sequence cannot be offered in a timely manner or if students "stop out" for a term, students may have to wait for the cycle to begin again to get back "in sequence." In other cases, a sufficient number of popular or required courses may not be offered to accommodate student demand, or commonly required courses may be scheduled to meet during the same period. Several factors may contribute to course scheduling problems including inadequate allocation of faculty workload to undergraduate instruction, too many specialized courses offered resulting in too few enrollments in courses to justify the offering, and a lack of resources to adequately staff or equip the course.

Degree Requirements. In some academic fields, the requirements for the baccalaureate degree may have increased to the point where it is impossible to complete both general education and major requirements in four years. In many cases, such increases are the result of professional accreditation and certification/licensure requirements. Some baccalaureate degree programs are designed to take five years due to these and other factors. Although the data presented in this report are not derived from transfer students, inadequate articulation of courses among institutions may also extend the time-to-degree for students transferring among public institutions.

Tuition Policies. Several universities have altered tuition charges to remove "price breaks" for full-time enrollment. In the short-run, such decisions amount to higher than average tuition increases for full-time students. For students with limited financial resources, higher tuition charges for full course loads may discourage full-time attendance.

Financial Aid Policies. Institutional, state, and federal financial aid polices and programs are varied and complex. Less than complete understanding of financial aid opportunities by parents and students may lead to missed opportunities and increased financial burden. At the same time, financial aid policies that encourage part-time or interrupted attendance or that do not discourage prolonged enrollment may act to increase time-to-degree rates.

Graduation, Time To Degree, Access, and Diversity

Increasing the proportion of students who complete a baccalaureate degree and reducing excessive time to complete the degree will contribute to improving the productivity of Illinois public universities. The challenge in accomplishing such improvements is to do so without adversely affecting access to and diversity within public universities while maintaining and strengthening the quality of the instructional program. While the traditional academic progress model of completing the baccalaureate degree requirements of 120 to 128 semester credit-hours in eight semesters (usually four academic years) is still the predominant model for the majority of students, a steadily increasing number of public university students are older, employed, enrolled part-time, and have competing family commitments. Students from underrepresented groups comprise a high proportion of non-traditional students. One of the strengths of Illinois' higher education system is its ability to provide for the educational needs of such a diverse population. For many of these students time-to-degree rates that extend beyond four or five years may not be considered abnormal. Policies and practices that reduce attrition and time-to-degree rates but that also limit access and diversity could, ultimately, reduce the productivity of Illinois higher education.

Other Initiatives and Next Steps

To improve graduation and time-to-degree rates, the Board of Higher Education and public universities must understand better how the above factors interact to affect student academic progress and, ultimately, graduation. Two recently implemented initiatives to monitor student progress -- a shared enrollment and graduation data base and a baccalaureate graduate follow-up system -- will soon be able to provide additional insight into some of the above factors.

Each public university and community college recently pooled selected enrollment and graduation information for all students enrolled at any time in the period from fall 1983 through fall 1992. This data base contains over 5 million enrollment records from approximately 2 million individual students. Southern Illinois University at Carbondale subsequently organized these data by student and returned to each campus all data about any student who had enrolled at the campus. In addition to providing an opportunity to study the dynamic enrollment, transfer, and graduation patterns among all students enrolled at Illinois public institutions, these data will provide more specific information about attendance patterns, class status, and degree program-major. A work group of institutional representatives and Illinois Community College Board and Board of Higher Education staffs has begun planning a variety of analyses to determine the effect that different attendance patterns and changing majors has on graduation and time to degree. Results of these analyses will be reported to the Board of Higher Education during the coming year.

Periodic surveys of graduates are important tools in evaluating the effectiveness of the education provided by a college or university. During 1991, the Board of Higher Education staff worked cooperatively with representatives of the Illinois public universities and system offices to develop common questions on employment, further education, and satisfaction for each university to incorporate into its existing surveys of baccalaureate graduates. A survey schedule was developed, and methods for reporting survey results to the Board were delineated. The public universities began this effort to collect comparable information on graduates one year after graduation beginning with the class of 1991. In spring 1993, a sample of graduates five years after graduation will be surveyed and, in 1994, a sample of graduates ten years after graduation will be surveyed in order to gain a longer term perspective on the effectiveness of undergraduate education. This three-year pattern will then be repeated. The public universities will use graduates' responses, as well as additional institution-specific questions, in their program and undergraduate education reviews. Information on the responses to the common survey questions will be provided to the Board of Higher Education staff following each survey for use in statewide program and undergraduate review. In addition, surveys may be augmented with questions specifically designed to understand the reasons for extended time to degree.

In addition to the above efforts, most public universities and systems have conducted extensive analyses of retention and graduation data. For example, the Board of Regents staff recently completed an analysis of graduation rates and time-to-degree rates for entering freshmen at Illinois State University and Northern Illinois University. That analysis found that graduation rates remained fairly stable during the 1980s but that time taken to complete a degree has increased slightly. Most campus and system analyses, however, have concentrated on student characteristics and behaviors when considering factors related to graduation and time to degree. During the next year, public universities should evaluate the effects of the institutional policies and practices identified above on graduation and time-to-degree rates. These evaluations should include a thorough review of graduation requirements, including both general education and program-major requirements, to ensure that degree requirements have not become inflated and can be completed in four years and to ensure that adequate articulation of courses exists among programs. In addition, course schedules should be reviewed for recent years to ensure that all courses required for graduation are offered on a timely basis. Colleges and universities should also review academic support programs such as advising, financial aid, and counseling to ensure that students are not only aware of these services but also are encouraged to use them. The results of these evaluations and analyses and resulting changes in policies and practices should be part of campus productivity reports presented to the Board of Higher Education in October 1993.

APPENDIX

PROPORTION OF FIRST-TIME FRESHMEN GRADUATING FROM THE SAME PUBLIC UNIVERSITY ENTERED AS A FRESHMAN

Campus Detail Tables

Table A-1

PROPORTION OF FIRST-TIME FRESHMEN GRADUATING FROM CHICAGO STATE UNIVERSITY

	Year of Graduation					Cumulative Percent[5]
	Fourth[1]	Fifth[2]	Sixth[3]	Seventh[4]	Eighth[5]	
All Students	2.3 %	4.7 %	4.4 %	2.8 %	1.6 %	16.7 %
Male	1.7	3.6	4.4	2.0	0.9	13.7
Female	2.6	5.2	4.3	3.2	1.9	18.1
Black, Non-Hispanic	2.1	4.7	4.2	2.9	1.6	16.4
Male	1.4	3.6	4.0	2.3	0.9	13.0
Female	2.4	5.1	4.2	3.2	1.9	17.8
Hispanic	2.2	4.3	6.1	1.2	2.5	15.0
Male	0.0	1.9	7.0	0.0	3.0	9.1
Female	4.1	6.5	5.5	2.0	2.1	19.1
All Other Students[6]	5.9	4.4	6.9	2.3	0.8	22.6
Male	5.4	4.1	7.0	1.0	0.0	21.3
Female	6.7	4.8	6.8	4.3	2.0	24.5

[1] Based on first-time freshmen entering Fall 1980 through Fall 1987.
[2] Based on first-time freshmen entering Fall 1980 through Fall 1986.
[3] Based on first-time freshmen entering Fall 1980 through Fall 1985.
[4] Based on first-time freshmen entering Fall 1980 through Fall 1984.
[5] Based on first-time freshmen entering Fall 1980 through Fall 1983.
[6] Includes White, Non-Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and Non-Resident Alien students.

Source: Chicago State University Records

Table A–2

PROPORTION OF FIRST–TIME FRESHMEN ENTERING AND GRADUATING FROM EASTERN ILLINOIS UNIVERSITY

	Year of Graduation					Cumulative Percent[5]
	Fourth[1]	Fifth[2]	Sixth[3]	Seventh[4]	Eighth[5]	
All Students	30.2 %	20.0 %	3.5 %	1.0 %	0.6 %	54.8 %
Male	21.5	22.1	4.6	1.3	0.4	49.4
Female	36.9	18.3	2.7	0.8	0.8	59.0
Black, Non–Hispanic	6.3	13.1	5.2	2.9	3.6	30.2
Male	4.7	12.2	5.2	3.1	4.0	28.9
Female	7.6	13.9	5.3	2.8	3.3	31.4
Hispanic	23.7	12.5	5.3	2.0	2.4	50.0
Male	17.1	5.6	9.4	0.0	4.3	43.5
Female	31.4	21.4	0.0	4.8	0.0	57.9
All Other Students[6]	31.7	20.4	3.4	0.9	0.4	56.4
Male	22.5	22.9	4.5	1.1	0.1	50.8
Female	38.7	18.6	2.5	0.7	0.7	60.7

[1] Based on first–time freshmen entering Fall 1980 through Fall 1987.

[2] Based on first–time freshmen entering Fall 1980 through Fall 1986.

[3] Based on first–time freshmen entering Fall 1980 through Fall 1985.

[4] Based on first–time freshmen entering Fall 1980 through Fall 1984.

[5] Based on first–time freshmen entering Fall 1980 through Fall 1983.

[6] Includes White, Non–Hispanic, Asian/Pacific Islander, Native American/Alaskan Native, and Non–Resident Alien students.

Source: Eastern Illinois University Records

Table A–3

PROPORTION OF FIRST–TIME FRESHMEN ENTERING AND GRADUATING FROM NORTHEASTERN ILLINOIS UNIVERSITY

	Year of Graduation					Cumulative Percent[5]
	Fourth[1]	Fifth[2]	Sixth[3]	Seventh[4]	Eighth[5]	
All Students	4.0 %	7.5 %	4.4 %	2.7 %	1.0 %	20.4 %
Male	2.8	6.3	4.4	2.8	1.1	17.8
Female	4.7	8.3	4.3	2.6	0.9	22.2
Black, Non–Hispanic	0.6	2.3	1.9	1.5	0.5	7.7
Male	0.0	1.8	0.9	1.7	0.3	5.3
Female	0.9	2.6	2.6	1.3	0.6	9.3
Hispanic	1.2	4.2	3.2	3.5	0.3	12.6
Male	0.8	4.2	3.5	2.5	0.0	10.4
Female	1.4	4.2	3.0	4.2	0.4	14.1
All Other Students[6]	5.9	10.1	5.5	2.8	1.4	26.8
Male	4.1	8.3	5.7	3.2	1.8	24.1
Female	7.1	11.4	5.3	2.6	1.1	28.7

[1] Based on first–time freshmen entering Fall 1980 through Fall 1987.
[2] Based on first–time freshmen entering Fall 1980 through Fall 1986.
[3] Based on first–time freshmen entering Fall 1980 through Fall 1985.
[4] Based on first–time freshmen entering Fall 1980 through Fall 1984.
[5] Based on first–time freshmen entering Fall 1980 through Fall 1983.
[6] Includes White, Non–Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and Non–Resident Alien students.

Source: Northeastern Illinois University Records

Table A–4

PROPORTION OF FIRST–TIME FRESHMEN ENTERING AND GRADUATING FROM WESTERN ILLINOIS UNIVERSITY

	Year of Graduation					Cumulative Percent[5]
	Fourth[1]	Fifth[2]	Sixth[3]	Seventh[4]	Eighth[5]	
All Students	20.3 %	16.0 %	3.3 %	1.0 %	0.4 %	40.6 %
Male	18.6	16.0	3.6	1.3	0.5	40.1
Female	22.0	16.1	3.0	0.6	0.4	41.1
Black, Non–Hispanic	7.3	10.2	3.3	1.0	0.7	20.3
Male	5.1	10.6	3.5	1.7	1.0	20.0
Female	8.7	10.0	3.1	0.5	0.4	20.4
Hispanic	16.2	15.4	3.3	0.8	2.8	41.5
Male	16.4	14.8	3.1	1.4	3.5	40.4
Female	15.9	16.1	3.6	0.0	2.0	42.9
All Other Students[6]	22.7	17.2	3.4	1.0	0.4	44.4
Male	20.4	16.8	3.7	1.2	0.4	42.8
Female	25.2	17.6	3.0	0.7	0.3	46.2

[1] Based on first–time freshmen entering Fall 1980 through Fall 1987.

[2] Based on first–time freshmen entering Fall 1980 through Fall 1986.

[3] Based on first–time freshmen entering Fall 1980 through Fall 1985.

[4] Based on first–time freshmen entering Fall 1980 through Fall 1984.

[5] Based on first–time freshmen entering Fall 1980 through Fall 1983.

[6] Includes White, Non–Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and Non–Resident Alien students.

Source: Western Illinois University Records

Table A–5

PROPORTION OF FIRST–TIME FRESHMEN ENTERING AND GRADUATING FROM ILLINOIS STATE UNIVERSITY

	Year of Graduation					Cumulative Percent[5]
	Fourth[1]	Fifth[2]	Sixth[3]	Seventh[4]	Eighth[5]	
All Students	24.9 %	22.3 %	4.2 %	1.1 %	0.7 %	54.0 %
Male	18.6	24.0	5.4	1.7	1.0	52.6
Female	29.6	20.9	3.4	0.8	0.4	55.0
Black, Non–Hispanic	7.0	14.3	4.2	1.5	1.0	28.4
Male	5.7	13.0	5.1	2.1	1.7	28.4
Female	7.7	15.1	3.7	1.2	0.7	28.5
Hispanic	11.6	23.5	4.9	0.6	2.6	50.4
Male	8.2	23.2	4.9	1.2	3.3	51.7
Female	15.2	23.8	4.9	0.0	1.8	49.1
All Other Students[6]	26.6	23.0	4.2	1.1	0.6	56.4
Male	19.7	24.8	5.5	1.7	1.0	54.5
Female	32.0	21.5	3.3	0.7	0.4	57.8

[1] Based on first–time freshmen entering Fall 1980 through Fall 1987.
[2] Based on first–time freshmen entering Fall 1980 through Fall 1986.
[3] Based on first–time freshmen entering Fall 1980 through Fall 1985.
[4] Based on first–time freshmen entering Fall 1980 through Fall 1984.
[5] Based on first–time freshmen entering Fall 1980 through Fall 1983.
[6] Includes White, Non–Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and Non–Resident Alien students.

Source: Illinois State University Records

Table A–6

PROPORTION OF FIRST–TIME FRESHMEN ENTERING AND GRADUATING FROM NORTHERN ILLINOIS UNIVERSITY

	Year of Graduation					Cumulative Percent[5]
	Fourth[1]	Fifth[2]	Sixth[3]	Seventh[4]	Eighth[5]	
All Students	23.0 %	23.3 %	4.4 %	1.2 %	0.5 %	51.7 %
Male	17.6	25.0	5.8	1.7	0.5	51.2
Female	27.3	22.0	3.4	0.8	0.5	52.1
Black, Non–Hispanic	3.0	11.7	4.4	1.6	1.1	19.6
Male	2.7	9.2	5.5	2.4	1.6	21.3
Female	3.2	12.9	3.9	1.3	0.9	18.8
Hispanic	11.0	20.2	6.4	0.3	1.3	37.1
Male	7.9	20.5	4.2	0.6	2.0	32.7
Female	13.7	19.9	8.4	0.0	0.6	41.3
All Other Students[6]	25.6	24.7	4.4	1.2	0.4	55.7
Male	19.1	26.4	5.8	1.7	0.4	54.2
Female	30.8	23.3	3.2	0.7	0.5	56.9

[1] Based on first–time freshmen entering Fall 1980 through Fall 1987.

[2] Based on first–time freshmen entering Fall 1980 through Fall 1986.

[3] Based on first–time freshmen entering Fall 1980 through Fall 1985.

[4] Based on first–time freshmen entering Fall 1980 through Fall 1984.

[5] Based on first–time freshmen entering Fall 1980 through Fall 1983.

[6] Includes White, Non–Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and Non–Resident Alien students.

Source: Northern Illinois University Records

Table A–7

PROPORTION OF FIRST–TIME FRESHMEN ENTERING AND GRADUATING FROM SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

	Year of Graduation					Cumulative Percent[5]
	Fourth[1]	Fifth[2]	Sixth[3]	Seventh[4]	Eighth[5]	
All Students	18.6 %	16.4 %	5.6 %	2.3 %	1.2 %	44.4 %
Male	15.4	16.9	6.3	2.6	1.2	43.3
Female	22.9	15.7	4.7	2.0	1.1	45.9
Black, Non–Hispanic	6.0	11.1	5.2	3.3	2.2	27.5
Male	4.3	9.2	5.0	2.9	2.2	25.3
Female	7.5	12.7	5.4	3.6	2.2	29.5
Hispanic	14.0	12.6	9.3	3.0	0.9	33.0
Male	9.0	14.6	8.1	2.3	1.5	32.8
Female	21.9	9.0	11.5	4.3	0.0	33.3
All Other Students[6]	20.6	17.3	5.6	2.2	1.0	47.3
Male	16.9	17.9	6.4	2.6	1.1	45.7
Female	26.0	16.4	4.4	1.6	0.9	49.6

[1] Based on first–time freshmen entering Fall 1980 through Fall 1987.

[2] Based on first–time freshmen entering Fall 1980 through Fall 1986.

[3] Based on first–time freshmen entering Fall 1980 through Fall 1985.

[4] Based on first–time freshmen entering Fall 1980 through Fall 1984.

[5] Based on first–time freshmen entering Fall 1980 through Fall 1983.

[6] Includes White, Non–Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and Non–Resident Alien students.

Source: Southern Illinois University at Carbondale Records

Table A–8

PROPORTION OF FIRST–TIME FRESHMEN ENTERING AND GRADUATING FROM SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE

	Year of Graduation					Cumulative Percent[5]
	Fourth[1]	Fifth[2]	Sixth[3]	Seventh[4]	Eighth[5]	
All Students	10.9 %	13.0 %	5.3 %	2.6 %	1.6 %	33.2 %
Male	8.5	11.9	5.7	3.1	1.8	31.4
Female	12.8	13.9	5.0	2.2	1.5	34.7
Black, Non–Hispanic	1.7	3.4	3.9	1.9	1.8	13.6
Male	1.9	3.5	3.7	1.2	2.8	11.1
Female	1.6	3.4	3.9	2.2	1.4	14.7
Hispanic	9.2	11.3	9.3	3.2	0.0	29.6
Male	7.1	8.3	10.5	0.0	0.0	15.4
Female	10.8	13.8	8.3	5.9	0.0	42.9
All Other Students[6]	12.8	15.1	5.6	2.7	1.6	37.4
Male	9.4	13.1	6.0	3.4	1.7	34.2
Female	15.9	17.0	5.3	2.1	1.5	40.3

[1] Based on first–time freshmen entering Fall 1980 through Fall 1987.
[2] Based on first–time freshmen entering Fall 1980 through Fall 1986.
[3] Based on first–time freshmen entering Fall 1980 through Fall 1985.
[4] Based on first–time freshmen entering Fall 1980 through Fall 1984.
[5] Based on first–time freshmen entering Fall 1980 through Fall 1983.
[6] Includes White, Non–Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and Non–Resident Alien students.

Source: Southern Illinois University at Edwardsville Records

Table A–9

PROPORTION OF FIRST–TIME FRESHMEN ENTERING AND GRADUATING FROM UNIVERSITY OF ILLINOIS AT CHICAGO

	Year of Graduation					Cumulative Percent[4]
	Fourth[1]	Fifth[1]	Sixth[2]	Seventh[3]	Eighth[4]	
All Students	9.7 %	13.6 %	6.0 %	2.5 %	1.1 %	33.2 %
Male	8.3	13.5	6.3	2.6	1.2	32.4
Female	11.3	13.7	5.7	2.4	1.0	34.2
Black, Non–Hispanic	2.1	5.9	3.6	1.4	0.7	13.4
Male	1.2	5.1	2.9	1.2	1.8	11.4
Female	2.5	6.3	3.9	1.5	0.1	14.4
Hispanic	4.2	11.0	7.0	3.3	1.7	25.7
Male	2.9	9.8	6.7	3.1	2.1	23.0
Female	5.4	12.2	7.2	3.5	1.2	28.5
All Other Students[5]	11.9	15.5	6.4	2.6	1.1	38.1
Male	9.7	14.9	6.6	2.7	1.0	35.8
Female	15.1	16.2	6.0	2.5	1.2	41.5

[1] Based on first–time freshmen entering Fall 1980 through Fall 1987.

[2] Based on first–time freshmen entering Fall 1980 through Fall 1986.

[3] Based on first–time freshmen entering Fall 1980,1981,1983, and 1984.

[4] Based on first–time freshmen entering Fall 1980, 1983, and 1984.

[5] Includes White, Non–Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and Non–Resident Alien students.

Source: University of Illinois at Chicago Records

Table A-10

PROPORTION OF FIRST-TIME FRESHMEN ENTERING AND GRADUATING FROM UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

	Year of Graduation					Cumulative Percent[4]
	Fourth[1]	Fifth[1]	Sixth[2]	Seventh[3]	Eighth[4]	
All Students	51.8 %	21.5 %	3.8 %	1.1 %	0.4 %	77.8 %
Male	48.3	24.1	4.3	1.3	0.5	78.2
Female	55.7	18.5	3.2	1.0	0.4	77.3
Black, Non-Hispanic	14.6	25.1	9.7	2.9	1.5	50.4
Male	9.1	25.0	11.1	3.2	1.4	47.9
Female	18.8	25.1	8.5	2.6	1.6	52.3
Hispanic	30.0	23.5	5.5	3.4	0.7	59.6
Male	24.7	24.8	5.6	4.3	0.6	58.9
Female	38.1	21.5	5.2	1.8	0.9	60.7
All Other Students[5]	54.5	21.2	3.4	1.0	0.4	79.5
Male	50.8	24.0	3.9	1.1	0.4	80.0
Female	58.6	18.0	2.8	0.9	0.3	79.0

[1] Based on first-time freshmen entering Fall 1980 through Fall 1987.

[2] Based on first-time freshmen entering Fall 1980 through Fall 1986.

[3] Based on first-time freshmen entering Fall 1980 through Fall 1985.

[4] Based on first-time freshmen entering Fall 1980 through Fall 1984.

[5] Includes White, Non-Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and Non-Resident Alien students.

Source: University of Illinois at Urbana-Champaign Records